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Your job is to prepare a brief summary of your assigned section. The other members of your group will be counting on you to give a quick (one or two minute) statement that conveys the gist—the key points, the main highlights, the essence—of your assigned section.

**Here are some questions to think about as you summarize.**

* What are the most important events in the section you read?
* What makes them so important?
* What effects do these events have on the plot or the other characters?
* What changes—in plot, character, or tone—did you notice when you read?





Good readers make pictures in their minds as they read. This is a chance to share some of your images and visions. Draw some kind of picture related to the section you read. It can be a sketch, cartoon, diagram, flowchart, or stick-figure scene. You can draw a picture of something that happened in your book, or something that the reading reminded you of, or a picture that conveys any idea or feeling you got from the reading. You could also draw a prediction of what you think will happen next. You can label and/or add words to your drawing if you want to.

**Here are some questions to help you when sharing your illustration.**

* Ask members of your group, “What do you think this picture means?”
* Why did you choose this scene to illustrate?
* How does this drawing relate to the story?
* Why did you choose to draw it the way you did?
* What do we see—i.e., who and/or what in this picture?
* What did drawing it help you see that you had not noticed before?
* What are you trying to communicate or convey through this drawing?

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Your job is to locate a few special sections or quotations in the text for your group to talk over. The idea is to help people go back to something especially interesting, powerful, funny, puzzling or important sections of the reading and think about them more carefully. As you decide which passages or paragraphs are worth going back to, make a note why you picked each one. Then jot down some plans for how they should be shared. Remember to select passages that spark discussion. Include the following information in your notes:

**Page # and paragraph Reason for picking Plans for discussion**

**Questions to think about as you select passages to share:**

* What were you thinking about as you read this section?
* What did the text make you think about?
* What do you think this text/passage was about?
* What was the most important change in this section? How and why did it happen?



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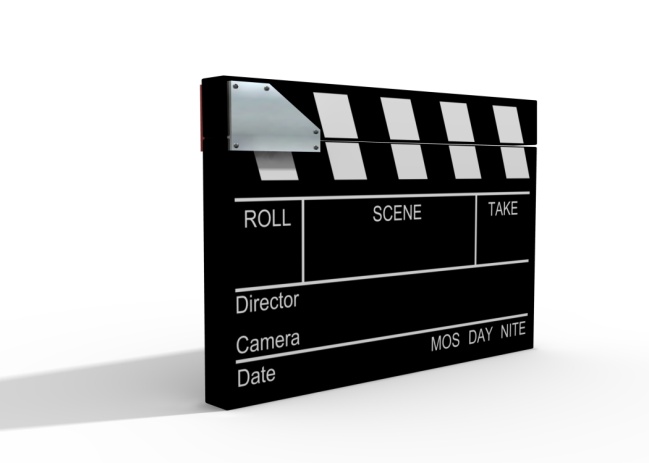
Your job is to look for special words in the story. The words a writer chooses are an important ingredient of the author’s craft. Your job is to be on the lookout for a few words that have special meaning in the assigned section. If you find words that are puzzling or unfamiliar, mark them while you are reading. You may also run across words that stand out somehow in the reading—words that are repeated a lot, used in an unusual way, or key to the meaning of the text. Record these words too, and be ready to point them out to the group. Include the following information in your notes. Aim for 3-5 words.

**WORD PAGE # and Paragraph Meaning/Definition Plans for discussion**

Questions to guide you as you select words:

* Which words are used frequently?
* Which words are used in unusual ways?
* What words seem to have special meaning to the characters or author?
* What new words do you find in this section?
* What words are new or unknown to you?

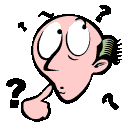
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Your role requires you to identify the important aspects of your assigned text and develop questions your group will discuss. Focus on the major themes or “big ideas” in the text and your reaction to those ideas. What interests you will most likely interest those in your group. You are also responsible for facilitating your group’s discussion and keeping your group on track.

**When creating questions, think about the following:**

* What reactions do you have to what you read? (i.e. surprised, angry, happy)
* What would you like to ask the author if you were given the chance? Why?
* What part did you find confusing?
* What was happening?
* What did the text make you think about?
* How has the character(s) changed?
* What new elements of the plot were introduced?



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Your job is to connect what you are reading with what you are studying or with the world outside of school. You can connect the story events in your own life, news events, political events, or popular trends. Another important source of connections is books you’ve already read. The connections should be meaningful to you and those in your group.

**Things to think about as you make connections:**

* What connections can you make to your own life?
* What other places or people could you compare this story to?
* What other books or stories might you compare to this one?
* What is the most interesting or important connection that comes to mind?
* How does this section relate to those that came before it?